

Leadership for Accountability Reflection

EDLD 5333

Leadership for accountability is a very encompassing class. I felt the class was much more geared towards principal leadership, although after being in the job of technology director, I can clearly see its relevance to my position. It seemed as if the main goal of this class was to analyze the vision and goals of the campus based upon data gathered. Gather the data, organize and analyze the data, identify areas that need improvement, and create a plan to improve the areas of weakness.

The first responsibility of a campus leader is to analyze and create a composite of the culture and vision of the school. Sometimes the culture of a school is conducive to learning and sometimes it is not. Changing a culture to a culture for learning would be a huge challenge for any campus leader. I am experiencing that very thing in my position now as we are attempting to integrate more technology use into the learning process and I am feeling the resistance from some of the teachers. It is important to establish goals and visions because the vision guides the preparation of students as effective life-long learners in a pluralistic society (Jones, L. & Corchet, F., 2007). Clearly defined and well presented goals will help minimize the resistance to change. This course focused on areas of academic needs as mined from A.E.I.S. data, but the same process can be applied to the infusion of technology into learning.

This class helped to become familiar with A.E.I.S. and PEIMS data reports and how to disaggregate the data to isolate needs of improvement. Many aspects are taken into consideration such as student population, grade level needs, race, gender, and etc. All this is based on the fact that all campuses are accountable for their performance (Texas Education Agency, 2009).

After disaggregating the data and creating a SMART Goal, then a plan for improvement is developed. In my case our school does very well in all areas. When analyzing the data and finding a weakness, I discovered that if one area was weak, the cause could be narrowed down to one or two students. For my schools application the action plan for improvement might not involve a lot of staff but only a small select group to work with a small number of students. A plan for maintaining performance is more appropriate for my school than improvement.

The process for improving and maintaining is an ongoing process that should not stop. According to Margaret H. and M.H. Chen it is important to make a plan to investigate several forms of achievement (2005). This includes looking out for annual reports, data desegregation, and keeping track of student achievement. A technology leader can and should be an active partner in this process.

The final project in this course was to present a plan for professional development to address the areas that need improvement. I have sat in on a lot of professional development workshops and presentations. I now realize the challenge of developing a professional development program that is interesting and can actively involve participants. Many times a teacher walks away from one of these

workshops and actually only applies a small percentage of what they learned. I believe follow up is required to make sure the professional development is successful.

Jones, L. & Crochet, F. (2007). The importance of visions for schools and school improvement. Connexions. Retrieved May 12, 2010 from <http://cnx.org/content/m15634/1.1/>

Texas Education Agency (2010). 2010 Accountability Manual. Retrieved May 28, 2011, from <http://ritter.tea.state.tx.us/perfreport/account/2010/manual/>

Heritage, M., & Chen, M.H. (2005). Why data skills matter in school improvement. Phi Delta Kappa, 86(9), 700-710